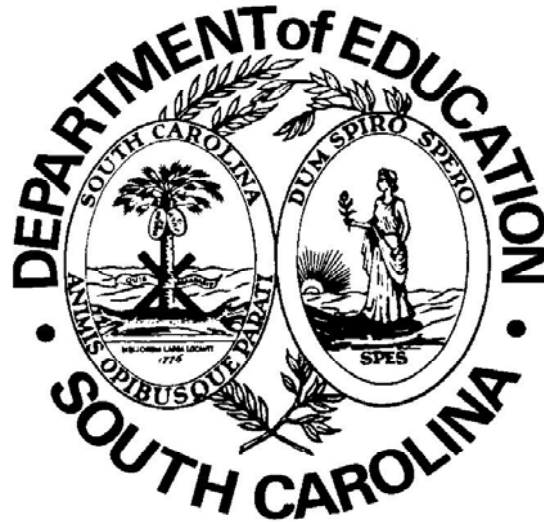


South Carolina Department of Education

Request for Proposals (RFP)

2006–07 Arts Curricular Distinguished Arts Program
Grant Application Package



Deadline for Receipt of Applications:
Friday, May 26, 2006, 5:00 p.m.

Inez Moore Tenenbaum
State Superintendent of Education

Contact:

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PART I. GENERAL INFORMATION

A. Background and Purpose

The State Department of Education (SDE) receives funds annually for arts curricular programs from the South Carolina General Assembly under the Education Improvement Act:

(SDE-EIA: XI.A.1-Arts in Education) Funds appropriated in Part IA, Section 1 XI.A.1. Arts Curricula shall be used to support arts education curriculum in the visual and performing arts that incorporates strengths from the Arts in Education pilot sites. These funds shall be distributed under a competitive grants program; however, up to 33% of the total amount of the grant fund shall be made available as “Aid to Other Agencies” to facilitate the funding of professional development arts institutes that have been approved by the State Department of Education for S.C. arts teachers and appropriate classroom teachers.

The purpose of the 2006–07 Arts Curricular Distinguished Arts Program (DAP) is to assist schools and districts to develop and implement large-scale arts initiatives that support quality educational programs in the arts that significantly improve student achievement. The DAP-funded programs must promote the development and implementation of appropriate curricula, instruction, and assessment based on the *2003 South Carolina Visual and Performing Arts Curriculum Standards*. DAP-funded programs must also serve as the foundation to support quality arts instruction and the growth of such programs in South Carolina schools. Successful proposals will include dance, music, theatre, the visual arts, or any combination of these arts areas.

DAP grants provide funds for three-year projects. This application package contains instructions for those who are applying for the first year of a DAP grant as well as those who are applying for continued DAP funding (the second or third year of a three-year project). Funding is not automatic. If you received funding for either a first or second year DAP during 2005–06, you must reapply for funding for a second or third year.

If you are seeking funds to support a small-scale special project or strategic planning, please use the Strategic Planning or Special Project Grant RFP (posted as a separate document).

The SDE reserves the right to replicate, adapt, and publish materials developed under the DAP.

B. Definition of Terms Used

Local Education Agency (LEA)—a school district

C. Eligible Applicants

All public schools and school districts in South Carolina are eligible to apply for the DAP grant. However, if a ***district*** submits a DAP grant proposal, ***no school*** in that district may submit one. Multiple schools within a district may apply and receive school-level DAP Grants.

D. Estimated Available Funds

Approximately \$1.5 million has been allocated for 06-07 DAP grants. Funding for DAP grants is contingent upon continued support from the Education Improvement Act.

E. Estimated Range, Size, and Number of Awards

First-year applications: 12–15 awards, with average award ranging from \$35,000 to \$45,000.

Continuation (second or third year) applications: 12–15 awards, with average amount ranging from \$35,000 to \$45,000.

F. Funding Limits

An individual school may request up to \$20,000 per year.

An LEA may request up to \$50,000 per year.

G. Grant Period

The period of the grant will be from July 1, 2006, through June 30, 2007.

H. Restrictions

A single school or district may submit ***only one*** grant application.

If the DAP grant is awarded for 2006–07, continued funding over the three-year period is contingent upon the quality of an applicant's proposals for years two and three. Districts and schools must reapply for funding each year. If a school or district does not apply for continuation funding for years two or three, it must reapply as a year-one applicant. Continuation funding is contingent upon whether or not previously funded applicants fulfill their reporting obligations.

I. Required Program Activities

Applicants must use grant funds to achieve each of the bulleted items below. Applicants must

- plan, develop, and implement arts education curricula, instruction, and assessment,

- develop lesson plans and curriculum guides based on the *2003 South Carolina Visual and Performing Arts Curriculum Standards* and purchase resources required to implement these lessons,
- hire certified arts specialists or contract with professional artists approved by the South Carolina Arts Commission,
- provide for teacher professional development programs for arts specialists or appropriate classroom teachers, and
- administer the South Carolina Arts Assessment Program (SCAAP) as a major part of an ongoing needs assessment and evaluation. The objective of SCAAP is to allow educators and school districts to assess students' arts achievement based on the *2003 South Carolina Visual and Performing Arts Curriculum Standards*. Each test includes multiple-choice items and performance tasks. SCAAP items and tasks have been developed by arts educators across the state and were field-tested in fourth-grade classrooms in 2002 and 2003.

All fourth-grade students in schools that receive a DAP grant must participate in the music and visual arts multiple-choice assessments. In addition, fifty students from each school must complete the music and visual arts performance tasks.

All districts that receive a DAP grant will select three schools to participate in the assessments. All fourth grade students from those three schools must participate in the music and visual arts multiple-choice assessments. Additionally, fifty selected students from each of these three schools must complete the music and visual arts performance tasks. Personnel from the school or district are responsible for selecting the students and administering the test. The assessment requirements, by applicant type, are as follows:

- **DAP schools must budget \$2,000 per year** for the multiple-choice testing of all fourth grade music and visual arts students and the randomized selection of fifty visual arts and fifty music students for performance task assessments.
- **DAP districts must budget \$5,000 per year** for the multiple-choice testing of all fourth grade music and visual arts students and the randomized selection of fifty visual arts and fifty music students for performance task assessments in each of the three schools participating in SCAAP.

J. Supplement, Not Supplant

Funds made available for DAP activities under this grant shall supplement and not supplant other state or local public funds. These grant funds are meant to supplement existing funds. If current expenditures are being paid from state or local public funds, an applicant may not replace those funds with DAP grant funds.

K. Reporting

If funded, a final report of the project year is due in the SDE's Office of Curriculum and Standards by 5:00 p.m., Friday, June 29, 2007, or at the conclusion of the project, whichever occurs first. The final report must include the following:

1. Final Report Narrative

The narrative must be double-spaced and is limited to six pages. Final reports must also include each of the items below:

- a. implementation procedures for the standards,
- b. explanation of how needs were identified, goals and objectives were achieved, and strategies were implemented,
- c. procedures for evaluating the program,
- d. list of accomplishments of arts program supported by grant funding,
- e. summary of the results, findings, and evaluation of the current grant implementation,
- f. explanation of and rationale for actual expenditures, including a budget breakdown, and
- g. if applicable, a summary for continuation of the year-two or three-year plan.

2. Final Report Support Material

In addition to the narrative, the final report must also include the following support material:

- a. a detailed report of expenditures,
- b. copies of the assessment tools that were used to measure the objectives, and
- c. copies of curriculum guides, lesson plans, printed resources, and other instructional materials that were developed as a part of the project.

L. Review and Selection Process

Two reviewers from outside the SDE will use the Scoring Rubric (on page 21) to read and score each application. All reviewers are registered graduates of the South Carolina Arts Assessment Institute.

Each application will be read and scored by two reviewers. The panel of reviewers will then review each application, and the panel will arrive at a consensus score. Applications will be rank ordered by consensus scores received, and awards will be made until all allocated funds are expended.

The maximum amount of points available, per application, is 200. Grant awards will be made, subject to the SDE's approval, beginning with the highest scoring application and progressing until all available funds are allocated.

District superintendents will receive grant cover letters, grant awards, denial letters, and budget reports. The named grant contacts will receive a grant cover letter with the reviewer's score sheets. Both groups will receive this information during September 2006.

M. Appeals Process

Scores may not be appealed. An unfunded applicant may inquire as to whether or not the application process was followed.

An applicant who has submitted a proposal that is not funded by the SDE has five calendar days to respond in writing after receiving notification that the proposal is not funded to request a review of the process. The request for review must be directed to the State Superintendent of Education and must state the reasons for the request. After reviewing the process, the deputy superintendent will notify the applicant as to whether or not the application process was followed. There will be no further appeal of the deputy superintendent's decision.

N. Timeline of Granting Process

Date	Activity/Action
May 26, 2006	Deadline for receipt of application
September 2006	Notification of awards and denial letters, with reviewers' comments and score sheets, will be mailed
July 1, 2006	Funding begins
June 30, 2007	Funding ends
June 29, 2007	Final Reports due

O. Selection Criteria

Each application must contain a three-year plan and an implementation plan for Year One, Two, or Three (depending on previous DAP funding). An application can earn up to a total of 200 points.

Section/Proposal Component	Maximum Points
Questionnaire	5
Letters of Commitment	5
Three-Year Plan	
Standards Implementation	30
Current Plan	30
Steering Committee	10
Brief Resume and Job Description of Arts Curricular Manager	5
Implementation Plan (Year One, Year Two, or Year Three)	
Needs Assessment	25
Goals and Objectives	25
Strategies and Action Steps	25
Evaluation Plan	25
Timeline of Activities	5
Budget	10
Total Points	200

P. Deadline and Submission Procedures and Requirements

Incomplete applications or applications that do not adhere to these guidelines will not be reviewed or considered for funding.

- Applications must be received in room B-16 of the Office of Curriculum and Standards by 5:00 p.m. on Friday, May 26, 2006.
- Postmark dates will have no bearing with respect to the deadline. Applications received after the deadline will not be considered.
- Faxed applications will not be accepted.
- If the application is sent via e-mail attachment, all required documents must be combined into one Word or PDF file. In addition, the Cover Sheet, Assurances, and Terms and Conditions documents must contain the superintendent's electronic signature. Without the electronic signature, an application will be considered incomplete and will not be reviewed.
- If the application is mailed or hand-delivered, an original (with signatures in blue ink) and two copies of a grant application must be submitted.
- The original must contain the original signature (in blue ink) of the authorized representative (e.g., superintendent, principal, pastor, executive director, president) for the primary applicant and of the authorized representative for each collaborative partner. Stamped signatures will not be accepted.
- Do not enclose the application in a notebook, binder, or folder.
- In the upper left corner of each application copy, clip each section together and then clip the entire application together. Do not use staples or a three-hole binder.
- If you would like confirmation of our receipt of your application, include a self-addressed, stamped postal card with your proposal.
- Keep a copy of the entire application for your records. Applications will not be returned.
- Applications must be sent to

Mr. R. Scot Hockman
Office of Curriculum and Standards
South Carolina Department of Education
Rutledge Building
1429 Senate Street, Room B-16
Columbia, South Carolina 29201

PART II. APPLICATION OVERVIEW, FORMAT, AND TIPS

A. Application Overview

Part 1: Forms and Required Materials

- A. Cover Page (located on page 27 of this RFP)
- B. Table of Contents (including page numbers)
- C. Assurances form (located on page 28 of this RFP)
- D. Terms and Conditions form (located on page 29 of this RFP)
- E. Two Letters of Commitment (see page 11 for requirements)
- F. Proposal Abstract (not to exceed one double-spaced page)

Part 2: Narratives

Proposal narrative for the current three-year plan (seven sections in chart format or double-spaced narrative)

- 1. Vision and/or Mission Statement
- 2. Goals and Measurable Objectives
- 3. Strategies and Action Steps to Accomplish the Goals and Objectives
- 4. Estimated Costs and Funding Sources
- 5. Timeline of Activities
- 6. Accountable Parties
- 7. Supplemental Materials, including all of the items below in this order:
 - a. Steering Committee
 - b. Brief Résumé and Job Description of Arts Curricular Grant Manager (Appendix C)
 - c. Recent Arts Education Accomplishments (optional)
- B. Proposal narrative for the 2006–07 implementation year (either the Year-One, Year-Two, or Year-Three plan (five sections, not to exceed ten double-spaced pages):
 - 1. Needs Assessment
 - 2. Goals and Objectives
 - 3. Strategies and Action Steps
 - 4. Evaluation Plan
 - 5. Timeline of Activities

Part 3: Budget

- A. Budget Form (located on page 32 of this RFP and signed by the applicant's District Finance Officer)
- B. Budget Narrative (not to exceed six pages)

B. Application Format Requirements

Carefully adhere to font, format, page limit, and organizational requirements described below. Narratives that disregard these requirements will not be considered for funding.

Font/Font Size	Times New Roman or Arial font/12 point type
Margins	One inch on all four sides
Page Numbers	Number all application pages (top right or bottom right of pages)
Spacing	Double-space all sections of your narrative. Text in tables may be single-spaced.

C. Tips on Preparing the Application

- Read all guidelines and criteria carefully before preparing your application.
- Remember that the primary goal of the proposal must be to improve student achievement in the visual and performing arts.
- Describe all necessary details and give sufficient information. Use spell and grammar checks.
- Print grant application using only black ink.
- Do not attach or submit any additional materials other than what are specifically required to apply.
- Each section must be clearly identified. Sections may not be combined. Incomplete proposals will not be considered.

PART III. APPLICATION CONTENT REQUIREMENTS

A. Required Surveys

Each grant contact person must complete the following survey on-line at www.surveymethods.com. Five points will be awarded for the completion of the survey. Points will not be based on the surveys' content or the information given.

A DAP Applicant Survey must be completed by the named grant contact person. District-level applicants will login using the username **“district”** and password **“DDAP2006.”** School-level applicants will login using the username **“school”** and password **“SDAP2006.”**

DAP applicants may use the following hyperlink to access the district and school survey:

<https://www.SurveyReaction.com/Survey.asp?SID=674&UN=DISTRICT&PW=DDAP2006>
(for district applicants)

<https://www.SurveyReaction.com/Survey.asp?SID=675&UN=SCHOOL&PW=SDAP2006>
(for school applicants)

If you encounter any problems accessing the survey, you may contact the University of South Carolina's Office of Program Evaluation at 803-777-3459 or via e-mail at SCAAP@gwm.sc.edu.

B. Forms and Materials Required for All Applications

Please compile this section in this order:

1. Cover Page (located on 27 of this application packet, with original signatures in blue ink)
2. Table of Contents (including page numbers)
3. Assurances form (located on page 28 of this RFP, with original signatures in blue ink)
4. Terms and Conditions form (located on pages 29 and 30 of this RFP; with original signatures in blue ink)
5. Two Letters of Commitment

Two letters must be submitted. A participating school or district administrator must write one letter, and another participating administrator, teacher, or community leader (including a steering committee member), other than the grant writer may write the other.

These letters must certify that the arts plan is part of school renewal plan or the district strategic plan, verify strong support for the project, and contain a statement that the arts grant fund will not be used for purposes other than for the proposed arts program.

1. Proposal Abstract (not to exceed one double-spaced page)

All applicants must submit a proposal abstract that summarizes the identified needs, target audience, goals, strategies, expected outcomes, and a summary of the evaluation plan. It must include the name of your organization and why it is eligible to apply, your program's name, and how much money is being requested.

2. Applicants must generate a Table of Contents to assist the reader.

C. Narratives

Narrative for Three-Year Plan (Narrative A) for First-time Applicants

The purpose of this grant is to assist schools and districts develop a Distinguished Arts Program. First-time applicants must develop and submit a three-year plan, which will be implemented beginning in the 2006–07 school year to significantly improve student achievement in the visual and performing arts. The submitted strategic plan must be for the arts and must be a part of your school renewal plan or district strategic plan. Do not submit your entire school renewal plan or district strategic plan.

You may submit your entire three-year arts plan in chart or narrative format. The plan must focus on curricula, instruction, and assessment based on the *2003 South Carolina Visual*

and Performing Arts Curriculum Standards. The plan may impact other disciplines and other parts of the curriculum, however its primary goal must be focused on student achievement in dance, music, theatre, or visual arts, or a combination of these arts areas.

To begin the process, the applicant must convene and identify a broad-based arts partnership steering committee of school and community leaders (arts and classroom teachers, administrators, parents, students) and other stakeholders who will develop the arts plan and take an active role in assuring that high-quality arts programs for their students will be supported. This group should select a leader and should meet regularly during the planning and implementation process.

The planning committee should start its work with and provide evidence of a formal needs assessment to identify strengths and weaknesses of the school's current visual and performing arts program. The committee will then identify arts education goals and objectives, strategies, and action steps to implement their proposed plan, ongoing formative assessment of progress, plans for a summative assessment or evaluation, and a budget plan.

The seven sections of the three-year (2006–09) plan must be submitted in the order specified below. Each section *must* be labeled using the number and titles given below. Please double space the narrative, or use a chart format.

- A.1. Vision and/or Mission Statement for Arts Education
- A.2. Major Measurable Goals and Objectives for Arts Education
- A.3. Strategies and Action Steps to Accomplish the Goals and Objectives
- A.4. Estimated Costs and Funding Sources
- A.5. Timeline of Activities for the Three-Year Plan
- A.6. Accountable Parties
- A.7. Supplemental Materials (including all of the items in the order listed below):

A.7.a. Steering Committee Description

The narrative must describe the membership of the arts partnership steering committee by providing a list of the names of committee members and specifying their titles, affiliations, and roles on the Steering Committee Members (e.g., key school and/or district administrators, arts and classroom teachers, parents, and other community leaders).

A.7.e. Brief Résumé and Job Description of the Arts Curricular Grant Manager (form provided on page 31).

A district arts coordinator's job should include a significant amount of time for the oversight and development of arts curricula. The arts coordinator should be certified in at least one arts area and/or should have other training and experience appropriate for the position or be responsible for arts education leadership/oversight within the school or district.

The résumé of your Arts Curricular Grant manager must provide evidence that

- i. the district's Arts Curricular Grant manager has certification in at least one art area (dance, theatre, music, or visual art) and/or has

other training and experience appropriate for the position, or be responsible for arts leadership/oversight within the school or district and

- ii. the Arts Curricular Grant manager's job description stipulates that this individual will be allowed to devote an appropriate amount of time to the oversight and management of the arts grant project, the development of arts curricula, and to the professional development of district arts educators

A.7.f. Arts Education Accomplishments (optional)

The narrative may include a clear and thorough summary of the school's/district's arts education accomplishments to date. Use the following indicators of standards-based distinguished arts programs to assess your program's accomplishments:

- a commitment to arts education as a basic component of the total curriculum,
- a formally adopted vision and/or mission statement and an arts plan that have been approved by teachers, parents, administrators, and the school board and that recognize the arts as core subjects for every child,
- a commitment to long-term financial support for arts education,
- programs in Pre-K–12 in all four arts disciplines that meet or exceed the exemplars cited for curriculum and scheduling, staffing, materials and equipment, and facilities in the “Arts Education Program Assessment Worksheets” found on the Arts in Basic Curriculum Project's Web site. (Go to <http://www.winthrop.edu/abc>, click on the “Opportunity-to-Learn Standards for Arts Education” link, and then click on each of the arts areas),
- up-to-date school or district arts standards implementation and curriculum guides,
- arts study units and lesson plans based on the *2003 South Carolina Visual and Performing Arts Curriculum Standards*,
- evidence of assessment of student achievement that reflects the appropriate acquisition of knowledge and skills in the arts,
- professional development for arts teachers based on the *2003 South Carolina Visual and Performing Arts Curriculum Standards*,
- a curriculum and a school schedule that includes all four arts areas,
- a school schedule that includes time for the arts that is comparable to the time allotted in other disciplines,
- an in-service plan for all teachers that addresses learning in the arts,

- teacher schedules that accommodate regular planning among arts teachers and between arts and non-arts teachers, and
- after-school arts programs.

Narrative for 2006–07 Implementation Plan (Narrative B) for All Applicants

The 2006–07 implementation proposal narrative must not be an exact copy from your three-year plan but must be much more detailed and must include a thorough description of the needs assessment, goals and objectives, strategies and action steps, the evaluation plan, the timeline, and the budget only for the 2006–07 year.

These sections must clearly relate to one another, and the logic of the narrative should flow smoothly from one section to another. The proposal reviewers should be able to see throughout the narrative clear evidence of plans for the implementation of curricula, instruction, and assessment based on the *2003 South Carolina Visual and Performing Arts Curriculum Standards*.

Your narrative must be labeled and numbered in the following order:

- B.1. Needs Assessment
- B.2 Goals and Objectives
- B.3: Strategies and Action Steps
- B.4: Evaluation Plan
- B.5: Timeline of Activities.

B.1: Needs Assessment

The following issues must be addressed in the needs assessment. The planning process should begin with a thorough needs assessment that reveals the needs of the program and thereby helps to identify appropriate goals and objectives. The progress toward meeting the stated goals and objectives should be periodically examined through formative assessment that leads to a final summative assessment, or the project's evaluation plan.

Various types of assessments can and should be used including interviews and focus groups and surveys, observation checklists, alternative assessments, criterion-referenced tests, and portfolios—without sacrificing the necessary elements of assessment reliability (consistency) and validity (appropriateness and usefulness).

Thoroughly describe and provide samples of both the needs assessment and the planned evaluation. The time, cost, and personnel requirements of the chosen assessments should be included in the narrative.

Applicants must conduct a needs assessment to identify the strengths and weaknesses of their current program; identify participants' expertise and knowledge; and help reveal the needs and goals of teachers, students, administrators, parents, and other stakeholders in the context of

the *2003 South Carolina Visual and Performing Arts Curriculum Standards*. Teachers and administrators must assess their own effectiveness as well as students' needs and outcomes.

The narrative must provide details about how the needs assessment was conducted in addition to its results. The applicant should describe the art area(s) and the instructional level(s) to be addressed in the *goals and objectives* section.

- What do we know about what our students know and can do?
- How many students will the program serve?
- What do we know about what our students need?
- How do we know what our students need?
- How do we know what our school/district needs?
- What is our situation now? What do we have?
- What areas are lacking?
- What should our program try to accomplish?
- What necessary improvements in the professional development of arts and/or classroom teachers must be made?

Applicants for Distinguished Arts Program grants are strongly encouraged to consider using the Arts Education Program Assessment Worksheets for dance, music, theatre, and visual art available on the Arts in Basic Curriculum Project's Web site at [<http://www.winthrop.edu/abc>](http://www.winthrop.edu/abc). (Click on "Opportunities-to-Learn-Standards Worksheets" link, and then click on the appropriate "Program Assessment Worksheets.")

The Kennedy Center Alliance for Arts Education Network (KCAAEN) Community Audit is another instrument that can be used for arts assessment purposes. The audit can be accessed at http://www.artsed.org/Publications/KCAAEN_Community_Audit.

To help applicants conduct their needs assessment, the Distinguished Arts Program Grant Questionnaires have been posted on the SDE's Visual and Performing Arts Web page at <http://www.myschools.com/offices/cso/vpa/vpa.htm>.

B.2: Goals and Objectives

The primary goal must be to significantly improve student achievement in the arts through curriculum, instruction, and assessment based on the *2003 South Carolina Visual and Performing Arts Curriculum Standards*.

Additional goals and objectives should grow out of the needs assessment and should be related to the implementation of the arts standards. The applicant must clearly describe who is to be affected by the program, what changes will occur within the target population, and the expected outcomes for students. Each goal and objective must be assessed, providing evidence that the needs have been addressed. Goals and objectives will indicate a logical progression of the three-year plan for achievement.

How were these goals and objectives identified: Opportunities to Learn the Standards, State Department of Education Surveys, Focus Groups, KCAAEN Community Audit, or other means? If you used “Opportunities to Learn the Standards” include a summary of the responses, and conclusions. If you used State Department of Education Surveys include the names of the respondents, a summary of the responses, and conclusions. If Focus Groups or Interviews were used, include copies of the questions, a summary of the responses, and conclusions.

The following questions must be answered in the goals and objectives section:

- How can goal priorities be determined?
- What are our goals and objectives?
- Who is to be affected by the program?
- What changes will the program create within the target population?
- What are the expected outcomes for students?
- What should we address first?
- How can each goal be measured?
- To what extent might some of the goals already have been met?
- What will the measures show about our degree of goal attainment?

B.3: Strategies and Action Steps

This section must be a description of planned strategies and action steps to accomplish the stated *goals and objectives* and thereby bring about the intended growth in students’ knowledge and skills in the arts during 2006–07. Strategies should include plans to monitor progress throughout the process by employing several phases of formative assessment, providing for continuous feedback, signals to adjust, and documentation. This section should also describe how the applicant will use this plan to help institutionalize the arts and how the applicant will continue this initiative after the end of the funding period.

The following questions must be answered in the strategies and action steps section:

- What activities and strategies are planned for meeting the goals?
- What strategies will be used to bring about this growth in students’ knowledge and skills?
- How many students and teachers will take part in the project? How often?
- Is the program being implemented according to our strategic arts plan?
- Will the proper materials be purchased, and will they be used?
- How will time, money, and personnel be allocated in the program?

The strategies and action steps must be reflected in your Timeline of Activities (see B.5 below).

B.4: Evaluation Plan

The evaluation plan must be a summative assessment of the effectiveness (in terms of student achievement in the arts) of the program’s curriculum, instruction, and assessment. Each

goal and objective **MUST** be assessed. Therefore, efforts to provide on-going assessment of progress throughout the implementation phase will make the evaluation more meaningful.

The applicant should carefully consider the methods that will be used to measure and document the extent to which the *goals and objectives* of the project are reached. The evaluation plan must describe how the data will be gathered, organized, and analyzed, how the results will be presented, and how these results will justify the need for funding.

The evaluation plan is *not simply a list* of activities or accomplishments, nor is it a collection of receipts. Keep in mind that the realization of planned events or the purchase of resources may have little to do with high-quality learning experiences for students.

Questions to be answered in the evaluation plan section:

- How will we know that we have achieved the outcomes and improvements that we sought?
- How will we develop the criteria by which we will measure and document our success?
- How will the data be gathered, organized, and analyzed?
- Have we assessed every goal and objective?
- To what extent have we met the goals?
- What will the measures show about our degree of goal attainment?
- How will the results be presented?
- How will the results justify the need for funding?
- What problems exist, and how can we solve them?
- What are the areas in which we are most seriously failing to achieve the goals?
- How will we document that the expected outcomes and improvements have occurred?

B.5: Timeline of Activities

The timeline must indicate the *chronological order* of the major activities of the project. Applicants should thoughtfully address the issue of time and should construct a chronology only after having thoroughly investigated the time required to plan, execute, and evaluate each activity. The timeline should include the ordering and receiving of supplies, the obtaining of adequate facilities, the arranging of professional development workshops, registering for summer institutes, scheduling and preparing for staff meetings, parent meetings, and dissemination activities, and submission of necessary reports.

D. Project Budget

Your proposed budget must provide clear evidence that the expenditures are appropriate and justified to support the 2006–07 implementation year. Your budget will have two components:

1. The completed SDE budget report form (provided on 32) signed in blue ink by a district's finance officer. All items must be placed in the correct spending categories.

2. A clear, appropriate budget narrative (double spaced and limited to six pages) that provides evidence that the budget is based on the needs assessment and clearly relates to the goals and objectives, includes a detailed explanation of each line, and is organized in the same order as the budget form. Formulas and estimates used to calculate costs must be provided.

Budget Restrictions:

The following restrictions apply to this grant:

- Only costs that are necessary and prudent to the successful operation of the grant are allowable
- A district may apply for a DAP grant for up to \$50,000 per year.
- A school may apply for a DAP grant for up to \$20,000 per year.
- A minimum of 35% of the total budget must be used for professional development to support the development and implementation of curriculum, instruction, and assessment of standards-based arts education.
- A minimum of 25% of the total budget must be used for scholarships for SDE-approved arts summer professional development institutes listed in Appendix A until 80% of all visual and performing arts teachers have participated in the entire sequence of professional development courses. Up to ten percent of the total budget may be used for the cost of state-level annual professional development arts conferences. Note that the amount designated for scholarships will be sent directly to the appropriate institute and will not be sent to your school district. See Appendix B for the list of 2007 summer institutes and the registration form for teachers.
- No out-of-state travel will be approved.
- All expenditures of funds received under this grant must be audited by a certified public accountant as a part of the district's annual audit.
- During the 2006–07 school year, Distinguished Arts Programs with elementary schools *must plan* to participate in the SCAAP as a major part of an ongoing needs assessment and evaluation. Schools and districts that are not prepared to participate in the SCAAP must request an exemption by providing detailed justification in the proposal.
- DAP schools must budget \$2,000 per year for all fourth grade students to participate in the SCAAP music and visual arts multiple-choice assessments. In addition, fifty students from each school must complete the music and visual arts performance tasks.
- DAP districts must budget \$5,000 per year for three schools to participate in the SCAAP test. All fourth grade students from those three schools should participate in the music and visual arts multiple-choice assessments. Additionally, one hundred fifty selected students from the three schools should complete the music

and visual arts performance tasks. Personnel from the school or district are responsible for selecting the students.

Budget Categories (Object Numbers):

Applicants must complete and submit the budget report form (see page 32). All proposed expenditures for the grant period must be included on the annual budget report form and itemized in the budget narrative. Applicants should seek assistance from the local school district finance office to ensure that expenses are properly identified and entered on the budget report form.

The following descriptions identify the services/items that should be budgeted to each category.

Salaries/Stipends (100)

This category includes substitute pay, stipends for teachers, and salaries.

Employee Benefits (200)

FICA, workers' compensation, and health insurance, and other worker benefits costs will be included here and will represent a percentage of the total in Salaries/Stipends (object 100).

Purchased Services (300)

Expenses such as consultant fees, SDE approved summer professional development arts institutes, artist residencies, SCAAP, travel/transportation costs, telephone costs, and other purchased services will be included here. Amounts paid for personal services rendered by personnel who are not on the payroll and for other specialized services purchased by the organization. While a product may or may not result from the transaction, the primary reason for the purchase is the service provided.

A. Contractual Services

Provide a written outline of services to be provided by individuals or firms.

B. Travel

Detail expenditures associated with transportation and expenditures associated with business travel.

Supplies and Materials (400)

Amounts paid for material items of an expendable nature. Group in categories to avoid listing every item, but make sure that such expenditures are aligned with relevant program characteristics (objectives, number of participants, frequency of activity, etc.).

Capital Outlay/Equipment (500)

Identify type and specify quantity.

Indirect Costs (700)

Indirect costs are not allowable.

E. Application Checklist

Clip each part of the application separately and then clip the entire application together. Do not use staples or a three-hole binder. Organize the pages of your application into the following groups and arranged in this order:

Part 1

Cover page
Table of Contents (including page numbers)
Assurances
Terms and conditions
Two letters of Commitment
Proposal Abstract

Part 2

- A. Narrative for the three-year plan
 - A.1. Vision and/or Mission Statement
 - A.2. Major Measurable Goals and Objectives
 - A.3. Strategies and Action Steps to Accomplish the Goals and Objectives
 - A.4. Estimated Costs and Funding Sources
 - A.5. Timeline of Activities
 - A.6. Accountable Parties
 - A.7. Supplemental Materials
 - A.7.a. Steering Committee
 - A.7.b. Brief Résumé and Job Description of the Arts Curricular Grant Manager
 - A.7.c. Arts Education Accomplishments (optional)
- B. Narrative for the Implementation Plan (Year One, Year Two, or Year Three)
 - B.1. Needs Assessment
 - B.2. Goals and Objectives
 - B.3. Strategies and Action Steps
 - B.4. Evaluation Plan
 - B.5. Timeline of Activities

Part 3

Budget Form
Budget Narrative

F. Scoring Rubric

2006–07 Distinguished Arts Program Grant

Proposal Section		Points Awarded/ Maximum Points
Questionnaires		
	<u>Questionnaires</u> : Required questionnaire completed by the grant contact person.	____/5
Part I: Letters of Commitment		
	The application includes two letters of commitment and one of the letters certifies that the arts plan is part of the school renewal plan or the district strategic plan and that the arts grant fund will not be used for purposes other than for the proposed arts program.	____/5
Part 2: Narratives		
A. Three-Year Plan		____/30
	<u>Three-year Plan</u> : The application provides explicit details about the current plan for continuation and institutionalization of the Distinguished Arts Program. There is a clear explanation of how the standards will be implemented. The three-year plan clearly describes the goals and objectives and the strategies and action steps to accomplish the goals and objectives. Estimated costs and funding sources, the timeline, and the parties accountable for development, implementation, and evaluation are fully described.	
	<u>Steering Committee</u> : The application contains a well-developed list of the arts partnership steering committee members and clearly identifies members' titles, affiliations, and representative roles.	____/10
	<u>Brief Résumé and Job Description of the Arts Curricular Grant Manager</u> : The applicant provided the required résumé (using the appropriate form). This résumé provides information regarding appropriate certification and/or experience, and the applicant provided a clear, detailed job description with evidence that the grant manager will dedicate an appropriate amount of time for the oversight of arts education and the professional development of district arts educators.	____/5
B. 2005–06 Implementation Plan (Year One, Year Two, or Year Three)		
	<u>Standards Implementation</u> : The extent to which the entire proposal supports the implementation of curricula, instruction, and assessment based on the <i>2003 South Carolina Visual and Performing Arts Curriculum Standards</i> .	____/30

	<u>Needs Assessment</u> : The need for the project is clearly demonstrated. There are many details of how the needs assessment was conducted to justify the proposal and its results. There is a thorough description of the strengths and weaknesses of the current program and of participants' expertise and knowledge. The needs assessment has obviously enabled the applicant to determine the needs and goals of teachers, students, administrators, parents, and other stakeholders.	_____/25
	<u>Goals and Objectives</u> : The primary goal—to significantly improve student achievement in the arts through curriculum, instruction, and assessment based on the <i>2003 South Carolina Visual and Performing Arts Curriculum Standards</i> —is thoroughly documented. All additional goals and objectives are specific and measurable and clearly grow out of the needs assessment. The applicant completely describes who is to be affected by the program, what art area(s) and the instructional level(s) are to be addressed, what changes within the target population are expected to occur, and the expected outcomes for students.	_____/25
	<u>Strategies and Action Steps</u> : The strategies and action steps are clearly stated and appropriate to accomplish the proposed goals and objectives and bring about the intended growth in students' knowledge and skills in the arts. They include plans to thoroughly monitor progress, employ formative assessment for feedback, and document outcomes. The plan clearly describes how the applicant will continue this plan and institutionalize the arts after the end of the funding period.	_____/25
	<u>Evaluation Plan</u> : The evaluation plan is a clear summative assessment of the effectiveness (in terms of student achievement in the arts) of the program's curriculum, instruction, and assessment. Each goal and objective will be assessed. The methods to be used to measure and document the extent to which the goals and objectives of the project will be reached are thoroughly described. There are complete details as to how the data will be gathered, organized, and analyzed. The applicant explains how the results will be presented and how these results will justify the need for funding.	_____/25
	<u>Timeline of Activities</u> : The timeline describes the major activities of the project in chronological order and provides for a complete, realistic, and efficient work schedule.	_____/5
Part III. Budget		
	The budget section includes all required components and contains no mathematical errors. The proposed budget provides clear evidence that all expenditures are appropriate and justified to support the project, and the budget includes itemized lists for salaries, benefits, purchased services, supplies/materials, capital outlay, and other objects. There is clear evidence of plans to include significant in-kind contributions. The budget form was completed correctly and signed	_____/10

	by the district's finance officer.	
	Total Points	_____/200

G. Professional Development Arts Institutes

SDE-Approved Choices for Strategic Planning and Special Project Grants

These professional development arts institutes/courses, supported by the SDE, are for elementary, middle, secondary, and postsecondary faculty in the arts disciplines of dance, music, theatre, and the visual arts. Registration applications for the summer professional development arts institutes will be available upon notification of this grant award. The specific location and week of each institute will be announced during fall institute registration. Deadline for grant awardees to apply for 2007 Summer Professional Development Arts Institutes is November 1, 2006. These graduate-level courses will be

- Focused on standards-based arts curricula, instruction, and assessment,
- Offered in collaboration with an accredited college or university for three graduate credits with a minimum of forty-five contact hours,
- Provided as residential institutes, providing room and board for participants,
- Evaluated on the basis of an assessment instrument approved by the SDE in terms of the quality of the course and its impact on student learning, and
- Held during the month of June 2007.

South Carolina Arts Leadership for Success Academy (SCALSA) \$1,200 per teacher

This institute is designed for arts teachers who have taught fewer than three years and for critical needs teachers in the arts. SCALSA emphasizes the development of standards-based arts curricula, instruction, and assessment through

- Hands-on development of standards-based arts lessons,
- Strategies for ADEPT success,
- Long-range lesson planning,
- Arts classroom management strategies,
- Identification of teaching and learning styles,
- Arts education advocacy strategies, and
- Development of a multi-arts professional network.

Curriculum Leadership Institute in the Arts (CLIA) \$1,200 per teacher

Designed for the experienced arts teacher, this institute emphasizes

- Development of complex standards-based lesson plans with embedded assessment,
- Models of best instructional practice,
- Tips for preparing and applying for National Board Certification,
- Development of leadership and presentation skills,
- Arts education advocacy techniques, and
- Development of a multi-arts professional network.

Arts Assessment Institute Classroom Assessment (AAI- I) \$1,200 per teacher (Prerequisite CLIA)

Arts Assessment Institute I will develop professional educators who will do the following:

- Understand the purposes and uses of assessment.
- Align assessments with local and state standards.
- Construct assessments to best determine knowledge in skills and processes related to the curriculum standards.
- Demonstrate an understanding of the basic principles of measurement and evaluation.
- Design and embed assessment strategies within instructional lessons and units.
- Understand the relationship of national and state standards, curriculum development, instruction, and assessment.
- Reflect on their assessment practices and the role of assessment in their professional and personal lives.

Arts Assessment Institute–Assessment and Application in the Arts (AAI-II) \$1,200 per teacher (Prerequisite CLIA & Arts Assessment Institute I Classroom Assessment)

This is a continuation of Classroom Assessment AA–I that provides teachers with additional training in developing and applying assessment tools for the arts. Based on the assessments techniques acquired in the previous institutes, arts educators will do the following:

- Apply evaluation principles and statistical measurement procedures in analyzing student results.
- Design long-range assessment plans to measure students arts learning progress based on local and state standards.
- Apply skills in valid grading procedures.
- Develop electronic grading systems that align with local and state standards and related to school or district arts curriculum.
- Understand the relationship of national and state standards, curriculum development, instruction, and assessment.
- Research on best assessment practices and reflect on the strengths and weaknesses of the classroom and large-scale assessment practices.

Music & Technology Institute– \$2,850 per teacher
(Prerequisite SCALSA or CLIA and Arts Assessment Institute-Classroom Assessment)

The purpose of this course is to prepare certified K–12 South Carolina public school music teachers to use technology in their classes and to use technology as a tool in teaching the South Carolina Music Achievement Standards in their classes. All participants in the class must hold music degrees and be certified to teach music by the SC Department of Education.

At the conclusion of this course, the teachers will be able to

- Assemble and disassemble a multimedia station including computer, speakers and MIDI keyboard.
- Use computer notation software (Sibelius) for composition, arranging, and worksheets.
- Use sequencing software (Band in a Box) for accompaniments and improvisation.

- Demonstrate proficiency in the use of Music Ace and Music Ace II.
- Develop strategies for using the above software titles with students.
- Develop lesson plans that use technology to teach the SC Music Curriculum Standards.
- Research on best assessment practices and reflect on the strengths and weaknesses of the classroom and large-scale assessment practices.

Visual Art & Technology Institute—\$2,200 per teacher
(Prerequisite SCALSA or CLIA and Arts Assessment Institute Classroom Assessment)

These courses will provide art teachers with an opportunity to develop standards-based lesson plans and guides that incorporate technology to enhance student learning. Each participant will be provided with appropriate equipment, a computer and software, which will become the property of their schools at the conclusion of the institute. Participants will choose from the following Art & Technology institutes:

- Final Cut Pro Workshop,
- Dreamweaver I: Put Your Project on the Web,
- Digital Photography and Photoshop, and
- Adobe Photoshop II: Advanced Projects.

Dance/Theatre & Technology— \$2,222 per dance or theatre teacher
(Prerequisite SCALSA or CLIA and Arts Assessment Institute Classroom Assessment)

The Dance/Theatre & Technology Institute will provide teachers with an opportunity to develop standards-based lesson plans and guides that incorporate technology to enhance student learning. Each participant will be provided with appropriate equipment, a computer and software, which will become the property of their schools at the conclusion of the institute.

Arts Teacher as Artist Institute—\$1,200 per teacher **(Prerequisite SCALSA or CLIA)**

This institute is designed to expand the artistic knowledge and skills of arts teachers for the enrichment of standards-based curricula, instruction, and assessment. Teachers will have the opportunity to strengthen their own art in classes taught by highly regarded teachers and professional artists in the field. Through this “art for art’s sake” approach, teachers will practice their art and learn new techniques to apply to their school situation. Classes will be designed to meet teachers’ needs based on survey responses and identified curricular needs. These may include

- Drama (Playwriting and/or Technical Theatre).
- Music (Improvisation and Composition – Vocal and Instrumental, K-12)
- Visual Arts (Media to be determined).
- Dance (Dance Education).

Please indicate on your application which arts area you are interested in attending and any special course content requests.

Spoleto Creative Teaching Institute—\$650 per teacher

This institute is designed for elementary classroom teachers (administrators and arts specialists welcome) who do not have a strong background in the visual and performing arts but are interested in integrating the arts in their classroom. The institute includes

- All materials, including books and CDs.
- Three and one-half days in Charleston for the Spoleto Festival including hotel accommodations, workshops, and three performances.
- Two Saturday sessions—place and date to be announced.

Muse Machine Summer Institute—\$650 per teacher

This institute is for classroom teachers of all grade levels and subjects. No background in the visual and performing arts is necessary. The course provides hands-on activities in the visual and performing arts taught by professional artists, instruction in the multiple intelligences, and using the arts across the curriculum. In addition to classroom instruction hours, participants are required to attend and critique four separate arts events from the areas of visual arts, music, theater, dance, historic preservation, and opera.

Peace Center Summer Teacher Institute—\$675 per teacher

The **Peace Center Summer Teacher Institute** offers graduate courses developed for classroom teachers at the elementary and middle school levels. Titles include “Integrating the Arts Across the Curriculum,” “Teaching through the Arts,” “Minds in Action: Reaching the Kinesthetic Learner in the Language Arts and Social Studies Classroom,” and “The Arts as Catalysts for Writing.” Two different courses are offered each summer, and each provides three hours of graduate credit. Although not required, these courses are *recommended* for teachers who have previously attended training in arts integration, including the Muse Machine and Spoleto Institutes.

Each course presents a variety of comprehensive arts-integration strategies through hands-on, interactive workshops taught by Kennedy Center teaching artists. Classes meet at The Peace Center in downtown Greenville, South Carolina. In addition to classroom instruction hours, participants are required to attend one performance from a recommended list and participate in scheduled on-line discussions before and after the course meets.

Additional registration and transcript fees from Clemson University total \$50.

Note: Scholarships for the Spoleto Creative Teachers Institute, the Muse Machine, and Peace Center Summer Institutes are available to DAP applicants who have fulfilled the requirement of a *minimum of 25%* of the total budget for scholarships for visual and performing arts teachers, until 80% have participated in the entire sequence of professional development courses sponsored by the State Department of Education. After 80% of the visual and performing arts teachers have completed the entire sequence of courses, schools and districts may enroll classroom teachers and administrators.

PART IV: FORMS
Cover Page
2006–07 Distinguished Arts Program Grant

Arts area(s) addressed: _____ dance _____ theatre _____ music _____ visual art	This application is for _____ Year-One Funding _____ Year-Two Funding _____ Year-Three Funding	Type of Applicant: <input type="checkbox"/> school <input type="checkbox"/> district _____ elementary _____ middle _____ high
Applicant Information		
Name of District:		Name of school (if school is applicant):
District Address (street, city, state, and zip code):		School Address (if school is applicant):
Descriptive Title of Project:		
Information of Person to be contacted regarding the application:		
Name: _____		Phone: _____
Title: _____		E-mail address: _____
Years applicant has received Arts Curricular Grants: _____ 1992–93 _____ 1995–96 _____ 1998–99 _____ 2002–03 _____ 1993–94 _____ 1996–97 _____ 1999–2000 _____ 2003–04 _____ 1994–95 _____ 1997–98 _____ 2000–01 _____ 2004–05 _____ 2001–02 _____ 2005–06		
Business Official/Financial Officer Name: _____ Title: _____ Phone: _____ E-mail address: _____		
BUDGET BREAKDOWN Funds requested for 2006–07: Salaries (100) \$ _____ Employee Benefits (200) \$ _____ Purchases Services (300) \$ _____ Supplies and Materials (400) \$ _____ Capital Outlay (500) \$ _____ Other (600) \$ _____ TOTAL \$ _____		SUPERINTENDENT’S AUTHORIZATION Print or type name of superintendent Signature of Superintendent Telephone Number Date

Assurances

As the duly authorized representative of _____,
I certify that this applicant (Please print or type name of applicant.)

- A. Has the legal authority to apply for state assistance and the institutional, managerial, and financial capability (including funds sufficient to pay the nonstate share of project costs) to ensure proper planning, management, and completion of the project described in this application.
- B. Will give the State Department of Education (SDE) access to and the right to examine all records, books, papers, or documents related to this award and will establish a proper accounting system in accordance with generally accepted accounting principles or agency directives.
- The applicant's accounting system must include sufficient internal controls, a clear audit trail, and written cost-allocation procedures as necessary. Financial management systems must be capable of distinguishing expenditures that are attributable to this grant from those that are not attributable to this grant. This system must be able to identify costs by programmatic year and by budget line item and to differentiate among direct, indirect, and administrative costs. In addition, the grantee must maintain adequate supporting documents for the expenditures (federal and nonfederal) and in-kind contributions, if any, that it makes under this grant. Costs must be shown in books or records (e.g., disbursements ledger, journal, payroll register) and must be supported by a source document such as a receipt, travel voucher, invoice, bill, or in-kind voucher.
- C. Will approve all expenditures, document receipt of goods and services, and record payments on the applicant's accounting records prior to submission of reimbursement claims to the SDE for costs related to this grant.
- D. Will initiate and complete work within the applicable time frame after receipt of approval by the SDE.
- E. Will not discriminate against any employee or applicant for employment because of race, color, religion, age, sex, national origin, or disability. The grantee will take affirmative action to ensure that applicants for employment and the employees are treated during the period of their employment without regard to their race, color, religion, age, sex, national origin, or disability.
- F. Will comply with the Ethics, Government Accountability, and Campaign Reform Act (S.C. Code Ann. § 2-17-10 *et seq.* and § 8-13-100 *et seq.* (Supp. 2004)).
- G. Will comply with the Drug Free Workplace Act (S.C. Code Ann. § 44-107-10 *et seq.* (Supp. 2004)) if the amount of this award is \$50,000 or more.

Signature of authorized official

Date

Signature of authorized financial official

Date

Terms and Conditions
(Page 1 of 2)

- A. **Completeness of Proposal.** All proposals should be complete and carefully worded and must contain all of the information requested by the State Department of Education (SDE). If you do not believe a section applies to your proposal, please indicate that fact.
- B. **Termination.** The SDE reserves the right to reject any and all applications and to refuse to grant monies under this solicitation. After it has been awarded, the SDE may terminate a grant by giving the grantee written notice of termination. In the event of a termination after award, the SDE shall reimburse the grantee for expenses incurred up to the notification of termination. In addition, this grant may be terminated by the SDE if the grantee fails to perform as promised in its proposal.
- C. **Travel Costs.** Travel costs, if allowed under this solicitation, must comply with the state of South Carolina travel regulations.
- D. **Honoraria.** Amounts paid in honoraria, if allowed under this grant, must be consistent with SDE policies. You should check with the program office before budgeting for honoraria.
- E. **Obligation of Grant Funds.** Grant funds may not be obligated prior to the effective date or subsequent to the termination date of the grant period. No obligations are allowed after the end of the grant period, and the final request for payment must be submitted no later than thirty days after the end of the grant period.
- F. **Use of Grant Funds.** Funds awarded are to be expended only for purposes and activities covered by the project plan and budget.
- G. **Copyright.** The grantee is free to copyright any books, publications, or other copyrightable materials developed in the course of this grant. However, the SDE reserves a royalty-free, nonexclusive, and irrevocable license to reproduce, publish, or otherwise use, and to authorize others to use, the copyrighted work developed under this grant.
- H. **Documentation.** The grantee must provide for accurate and timely recording of receipts and expenditures. The grantee's accounting system should distinguish receipts and expenditures attributable to each grant.
- I. **Reports.** The grantee shall submit a final financial report within thirty days of the final disbursement. This report should be a final accounting of the grant. It may be submitted in either narrative or spreadsheet form.

J. Audits

- Entities expending \$500,000 or more in federal awards:

Entities that expend \$500,000 or more in federal awards during the fiscal year are required to have an audit performed in accordance with the provisions of Office of Management and Budget (OMB) Circular No. A-133, *Audits of States, Local Governments, and Non-Profit Organizations*. The submission deadline for A-133 audits is nine months after the entity's fiscal year-end. A grantee that passes through funds to subrecipients has the responsibility of ensuring that federal awards are used for authorized purposes in compliance with federal program laws, federal and state regulations, and grant agreements. The director of the OMB, who will review this amount every two years, has the option of revising the threshold upward.

- Entities expending less than \$500,000 in federal awards:

Entities that expend less than \$500,000 in a fiscal year in federal awards are exempt from the audit requirements in the Single Audit Act and Circular A-133. However, such entities are not exempt from other federal requirements (including those to maintain records) concerning federal awards provided to the entity. The entity's records must be available for review or audit by the SDE and appropriate officials of federal agencies, pass-through entities, and the General Accounting Office (GAO).

K. Records. The grantee shall retain grant records, including financial records and supporting documentation, for a minimum of three (3) years after the termination date of the grant.

L. Reduction in Budgets and Negotiations. The SDE reserves the right to negotiate budgets with potential grantees. The SDE may, in its sole discretion, determine that a proposed budget is excessive and may negotiate a lower budget with the potential grantee. The grantee may at that time negotiate or withdraw its proposal. In addition, the SDE may desire to fund a project but not at the level proposed. In that case the SDE shall notify the potential grantee of the amount that can be funded, and the grantee and the SDE shall negotiate a modification in the proposal to accommodate the lower budget. All final decisions are that of the SDE.

M. Amendments to Grants. Amendments are permitted upon the mutual agreement of the parties and will become effective when specified in writing and signed by both parties.

Signature of authorized official

Date

Signature of authorized financial official

Date

Fine Arts DAP Grant Manager Credentials Form

Name of Applicant: _____

Name of Fine Arts Manager: _____

Job Title of Fine Arts Manager: _____

Job Duties of Fine Arts Manager: _____

Educational Background: _____

Additional Fine Arts Training and/or Experience: _____

Accomplishments or Awards: _____

Active Memberships in Professional Organizations: _____

Years Experience: _____

Certification Areas: _____

What professional development summer institutes or similar training has the candidate completed? _____

Confidential:

Home Address _____

Home Phone _____

Please attach additional sheets or a formal résumé if you wish to add information or need additional space.

2006–07 DAP Budget Summary

Applicant Name:				
Project Name:				
Object Class Categories	(1) Federal	(2) State *	(3) Other*	(4) Totals
(100) Personnel (Salaries)	\$	\$	\$	\$
(200) Fringe Benefits				
(300) Purchased Services				
(400) Supplies and Materials				
(600) Other				
Total Direct Charges				
TOTALS	\$	\$	\$	\$
<p>*Optional: List below in-kind services or funds provided through other sources in support of this project.</p>				